

32. Coherence Progression Protocol (Continued)

Focusing Direction

Component	Emerging	Accelerating	Mastering
Shared purpose drives action.	<ul style="list-style-type: none"> A stated purpose or focus for the organization exists in formal documents but is not widely shared and does not drive decisions. 	<ul style="list-style-type: none"> The stated purpose and focus are clearly articulated formally, and groups are beginning to articulate this focus in their work. The purpose and focus are beginning to drive decisions but not consistently. 	<ul style="list-style-type: none"> The purpose and focus are clearly articulated and shared by all levels of the organization. There is strong commitment to the purpose and it drives decisions at all levels of the school or district.
A small number of goals tied to student learning drives decisions.	<ul style="list-style-type: none"> A small number of goals are stated but may be unclear, and there are a number of competing priorities. The school or district may be feeling overload from too many initiatives or priorities. Fragmentation may be felt when the goals do not seem to be connected in a meaningful way. 	<ul style="list-style-type: none"> A small number of goals are stated and understood by some, but deep understanding and action is inconsistent across the school or district. The goals drive some decisions but inconsistently. There is a strategy to reduce the number of competing priorities and eliminate distractors. 	<ul style="list-style-type: none"> A small number of goals clearly focused on improving learning are well articulated and implemented by leaders, teachers, and staff at all levels of the system. Decisions are directly aligned to the stated goals. A vigilant process is in place to remove distractors, base decisions on data, and remain consistent year to year.
A clear strategy for achieving the goals is known by all.	<ul style="list-style-type: none"> The strategy for achieving the goals lacks clarity and precision. A few decision makers understand the strategy but is not widely understood at all levels. A clear link between decisions on the allocation of resources and the priority goals is not evident. 	<ul style="list-style-type: none"> The strategy for achieving the priority goals is stated but led by a small number of leaders. Ongoing opportunities for interaction and engagement with doing the work are needed so that clarity and commitment are developed across the school or district. Decisions and the allocation of resources are linked to priorities but not consistently. 	<ul style="list-style-type: none"> The strategy for achieving the goals is well defined and can be clearly articulated by all educators at every level of the school or district. Leaders recognize that it is more important to learn from doing the work and adjusting strategy than having a lengthy front end process. Decisions and the allocation of resources are driven by the strategy and goals.

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Component	Emerging	Accelerating	Mastering
<p>Change knowledge is used to move the district forward.</p>	<ul style="list-style-type: none"> • Leaders see their role as managing the change process one interaction at a time. They rely on formal roles and structures. • Collaboration between and among leaders and teachers is limited to formal structures. • Deep trusting relationships are not consistent. • There is an effort to build internal capacity but a reliance on external experts and packaged solutions continues. • There are few or inconsistent structures and processes for building vertical and horizontal relationships and learning across the school or district. 	<ul style="list-style-type: none"> • Leaders are beginning to see their role as developing others and creating structures and processes for interaction. However opportunities to develop new leaders both formal and informal are not always evident. • Collaboration and trust are emerging within groups but are inconsistent across the school or district. • Capacity building is recognized as a lever for change and efforts to build the collective capacity of groups is emerging. • There are some structures and processes in place to foster relationships and learning vertically within schools/ districts and horizontally across roles within schools and districts. 	<ul style="list-style-type: none"> • Strong leadership with a bias for action exists at all levels of the school or district. • Leaders are intentionally developed at all levels. • A culture of collaboration with deep trust and risk taking has been fostered at all levels to promote innovation and shifts in practice. • Capacity building is a key lever for building confidence and competence and pervades the culture. • The culture uses the group to change the group by fostering strong vertical and horizontal relationships and learning opportunities.

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